

## 5.0 Conclusions

As concluded by Davies and Face (2006), this research also has shown the potential for corpus linguistics to play a more important role in language teaching, especially in material development. Frequency should play an especially important role in materials designed for second language learners because they need the basic building blocks of the target language in a short amount of time to competently function in the environment in which they live. While there is not as much of a tangible need for first-year, foreign language students to be taught significant percentages of the most frequent words as their second language student counterparts, there does not appear to be any particularly noticeable differences in overall frequency coverage between the SSL textbooks in this study and the SFL textbooks in the Davies and Face study. Authors of future SSL textbooks should thus take into particular consideration presenting as many of the highly frequent lemmas (1-500) as possible (see Appendix A). Even better, a student could be presented with the first 1,000 most frequent lemmas. This would be much closer to the communicative ideal because as Davies (2005) describes, that number of lemmas covers 76-80% of written Spanish and 88% of spoken Spanish. Such coverage, especially for spoken Spanish, would allow a non-native Spanish speaker to be relatively comfortable in an everyday, second language environment.

Because of the quantitative, focused observational nature of this study, second language acquisition as a whole was not well represented. Instead, this study and the methodology it used are a small part of the topic of vocabulary learning and materials development. Further studies would be needed in a more mixed method design to explore how the results from this and similar studies relate to vocabulary learning and teaching as well as textbook design. Mixing these methods with qualitative methods, the researcher

could better understand how beliefs, preferences, attitudes, and other aspects interact with the actual practice and success of vocabulary learning through different approaches and methods.

This thesis is not only an experiment to use a new for of textbook analysis. The results of this study can be applied to real teaching. While there are no judgments made by the researcher, it offers insights into the vocabulary coverage of *¡Estoy listo!* (2003) and *Pido la palabra* (1998). Because these textbooks are so widely used, it could benefit many language program coordinators who currently use or plan on using these textbooks to possibly make decisions of how these textbooks could be implemented best in the design of a particular beginning-level course. Such coordinators and also teachers may never have thought about vocabulary and its relative frequency. Hopefully, this study and others like it will help bring the “vocabulary control movement,” which is already strong in ESL and EFL approaches, to the instruction of Spanish.